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ABSTRACT

This report sets forth the rationale and guiding principles for a Student Success Model developed for the Maricopa Community Colleges. It incorporates the following stages: Outreach and Intake; Entry; Experience; and Completion/Assessment. It is recognized that students can and will enter at any stage. Each stage of the model also incorporates process and learning outcomes. The Outreach and Intake stage involves those activities where students have their first contact with the college. During this time a student first previews what the learning experience will be like. This is also the first opportunity for the college to learn about the initial needs of students. The Entry stage assumes a knowledge of entry-level student goals and needs. Components of this stage include assessment, advising, orientation, and registration. This stage prepares the student's formalized education. Learning outcomes in this stage range from decision-making to study skills. The Experience stage creates conditions where students engage in the learning process. A critical intervention in this stage is the identification by instructors and student affairs professionals of students failing to adequately engage in the learning process. The Completion/Assessment stage provides the institution with the opportunity to receive feedback regarding the success of its services and programs of instruction. This report charts the Student Service & Learning Delivery Model and its Components/Linkages. (Contains 10 references.) (VWC)

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Student Services & Learning Model:

Delivery, Guiding Principles, Components & Linkages

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Presented to
Occupational Deans Council
on
June 2, 1999

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Maricopa Community Colleges
Learning Paradigm Conference
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Student Success Model

Rationale for the Model

The student success model has been developed to provide a conceptual framework for student affairs professionals to respond to student needs and to identify student affairs contributions to student learning. The development of the model was initiated in response to Dr. Alfredo de los Santos, Jr., Vice Chancellor of Student and Educational Development's challenge to the Deans of Student Services Council. Dr. de los Santos asked the Deans to study the components of student success. In addition, Dr. de los Santos challenged the Deans of Student Services to respond to the question "What are you contributing to student learning?"

The literature on student success has identified three (3) factors that appear to be necessary for student success. These factors are: student goals and expectations; organizational culture; and student outcomes. Student outcomes involve both process and learning outcomes. (Alfred, et al. 1992)

1. Student's goals and expectations contribute to student's success by setting the parameters for the institutions. The goals and expectations allow the institution to know what the students need to meet their goals.

2. Organizational culture is the pattern of practices and beliefs which facilitate student success by making resources available when and where students need them.

3. Student outcomes are the visible evidence of student success. The evidence can take the form of objective information about student progress and performance; information and feedback on student goal attainment; and information about how satisfied specific groups are with the outcomes. Due to the increasingly complex nature of student needs, it is important to trace, document, and measure the many valuable interventions and transaction student services personnel routinely perform for students. (Elsner)

The model is intended to encourage and facilitate a focus on student needs and learning. It is not meant to be prescriptive; rather it provides us with a way to examine elements of student success and focus on learning-oriented practices in student affairs.

Guiding Principles

1. The student success model should not be viewed in a linear fashion; students can and do enter our "systems" at any of the stages identified in the model.

2. The delivery of student services adjusts to students at any point of entry.

3. Specific learning and process outcomes are identified and measured for each stage.

4. There is potential for student learning experiences at each stage.

5. The model affords professionals a proactive way to minimize negative student experiences.

6. Cooperation and collaboration are essential between the academic, administrative and student services departments of the college.

7. Academic advising, Assessment, and Career Counseling are necessary and integral components of student success.

8. Services are delivered in a fashion that is neither time nor place bound and in a way that maximizes options for students.

9. Continuous research on the needs, outcomes, and satisfaction of students is critical to the success of the model and must be monitored and assessed.

10. Students are active participants in their learning experiences.

11. Student affairs professionals are committed to the establishment of relationships with students.

12. Students should have a relationship with a recognized member of the college.

13. Each stage strengthens the student's relationship to the college and increases the cadre of mentors available to the student.

14. Students' participation in any stage of the model is voluntary and contingent upon their needs. The option to participate in any of the activities, however, should be aggressively marketed to students.

15. As students move through the processes identified in the model, their competency in the learning outcomes will increase.

The Student Success Model

The Student Success Model incorporates three stages: Outreach and Intake; Entry; and Experience. It is recognized that students can and will enter at any stage; however, if the students are new to the higher education culture, his/her satisfaction and success is greater if s/he can demonstrate competencies at each stage. Student satisfaction and success will be greater if students demonstrate competency in the appropriate learning outcomes as they move through the processes identified in the model. Each stage of the model also incorporate process and learning outcomes. The stages of the model are:

Outreach and Intake

Typically, this stage involves those activities where students have their first contact with the college. It is during this time that a student first previews what the learning experience will be like. This is also the first opportunity for the college to learn about the initial needs of students. Student information is gathered while building the student profile and identifying his or her goals. The processes are critical regardless of the point of entry.

Entry (Needs Determination)

The discussion of the Entry Stage assumes a knowledge of entry level student goals and needs. Components of this stage include assessment, advising, orientation and registration. This stage prepares the students formalized education. Relationships with college employees should become more solidified. The student is also providing the

student affairs professional with additional information about specific needs and expectations. Services should be delivered in a fashion designed around learning outcomes.

Learning outcomes in this stage include: decision making skills, communication skills, time management expertise, and study skills. Important process outcomes include scheduling of classes and responding to financial aid needs.

Experience (Mentoring)

Institutionally, this stage creates conditions where students engage in the learning process. These conditions can be formal or informal and in class or outside the classroom. A critical intervention in this stage is the identification by instructors and student affairs professionals of students failing to adequately engage in the learning process (no shows, excessive absences, etc.) These students need to be moved into safety net activities with their course instructors, tutoring, mentoring, special resources and career and personal counseling.

Astin has stated that students who are involved in college activities will have a higher chance of success so this stage emphasizes, in addition to the crucial classroom-based learning, activities such as service learning, clubs, band, choir, athletics, forensics, etc.

Learning outcomes are reflective of the MCCD Governing Board end statements:

- Certificate and degree completers have skills needed by employers
- University transfer students successfully complete 24 or more credit hours at MCCD
- Elementary and secondary schools participate in collaborations for successful matriculation of their students
- Students have competencies in communication, the humanities, critical thinking, computing and problem solving

Completion/Assessment

The Completion/Assessment Stage provides the institution with the opportunity to receive feedback regarding the success of its services and programs of instruction. It provides opportunities for continuous improvement. Decisions will be based on data gathered from students, faculty, staff, and external community members. The process also allows us to receive feedback from business and industry and transfer institutions.

Summary

The model provides the Maricopa Community Colleges with a framework for student success that can be tailored to meet the specialized needs at each college. While it defines learning and process outcomes in each state, it provides the flexibility needed in a multi-college environment. It does not prescribe a specific methodology of delivery.

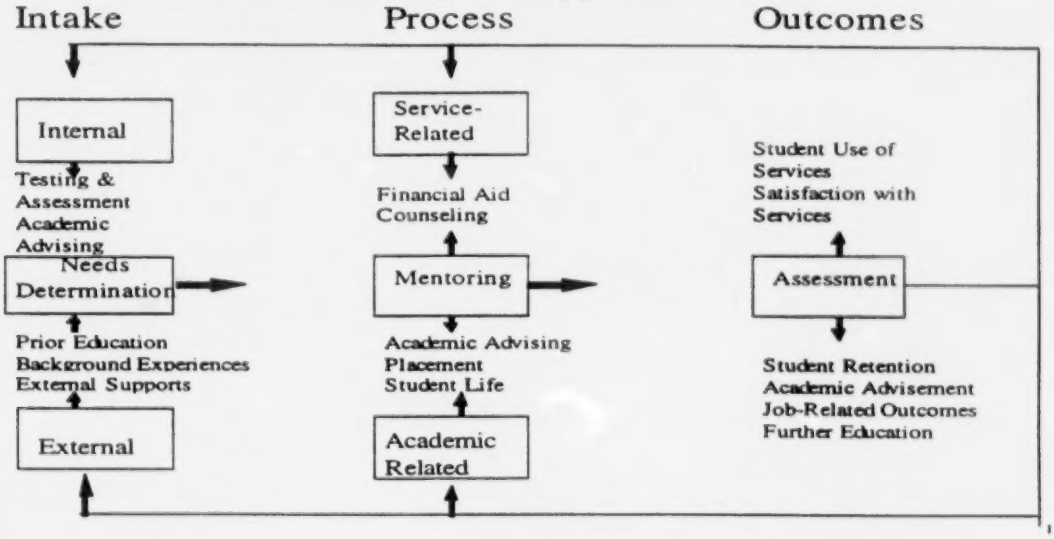
Student Service & Learning Delivery Model

"All models are wrong, but some may be useful"

- W. Edwards Deming

The following Model for the Delivery of Services is based on the work of Alfred and Peterson and the Consortium of Community Colleges (1994) and the work of Schlossberg, Lynch, and Chickering (1989). The model implies "a capacity to question existing assumptions about services--to seek new ways to deliver services based on student' needs". The model presented below includes three stages - Intake, Mentoring, and Outcomes:

Model for Delivery of Support Services



Stage 1: ***Intake***--uses support services to determine the position and needs of the learner in relationship to the institution. Critical questions to be addressed are:

- Is the student academically and socially prepared for college?
- What external support does the student have to facilitate or retard success (including financial assets, family support work demands, etc.)?
- What specific needs does the student have that must be addressed to improve the chance for success?

Stage 2: ***Mentoring***--a process designed to fit the needs of the student, labeled the process stage, the objective of support services is to meet student needs inside and outside of the classroom based on information acquired earlier. Critical processes center on:

•Connecting each student to a recognized member of the college community, a student development professional, faculty member, or staff member;
•Student Services staff work together to refer students to needed services; and
•Each student has access to and is a part of a network of services and programs that make up an integrated system.

Stage 3: ***Outcomes***, keys on assessment as a method for determining the impact of support services on students. This stage involves:

•Research data to determine the extent to which services were used;
•How satisfied students are with services;
•Using the research to improve services; and
•Services to be provided to students at times and places convenient for them, by staff who understand their needs.

DSSC will continue to review Student Service Delivery models that allow each of the colleges to respond to the unique needs of their students. The central focus of the model is to design feedback vehicles to determine customer expectations and needs.

Student Success & Learning Model: Components / Linkages

- Model for service delivery that assesses student needs
  - Identifies internal & external needs and goals
  - Incorporates service and academic needs

- Focus is on Student Success &Student Learning
  - Recognizes student learning occurs in and out of the classroom
  - Recognizes that the student must define success

- Identifies assumptions / guiding principles about students, services, learning

- Incorporates Outcomes – Learning & Process
  - Recognizes that student outcomes are the visible evidence of student success

- Provides vehicle for discussion of student services
  - Provides student service councils with a starting point for identifying outcomes
  - Includes other campus staff into the success model i.e., research, tutoring, etc.

- Incorporates success / retention efforts
  - Career & goal setting
  - Early warning system
  - Mentoring programs

- Builds in data gathering & feedback loop to support continuous improvement
  - Student/customer satisfaction information gathered
  - Identifies what is important to the student / customer
  - Incorporates concept of student /customer Service (Critical Moments of Truth)

- Incorporates Institutional Effectiveness & Assessment
  - Model compatible with Core Indicators & Governing Board End statements
  - Accountability for gathering data shared with the entire institution
  - Evaluation built into model (Program Evaluation)

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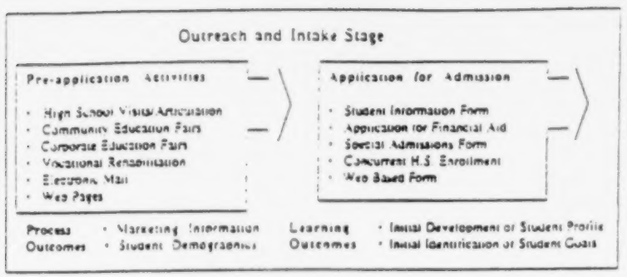
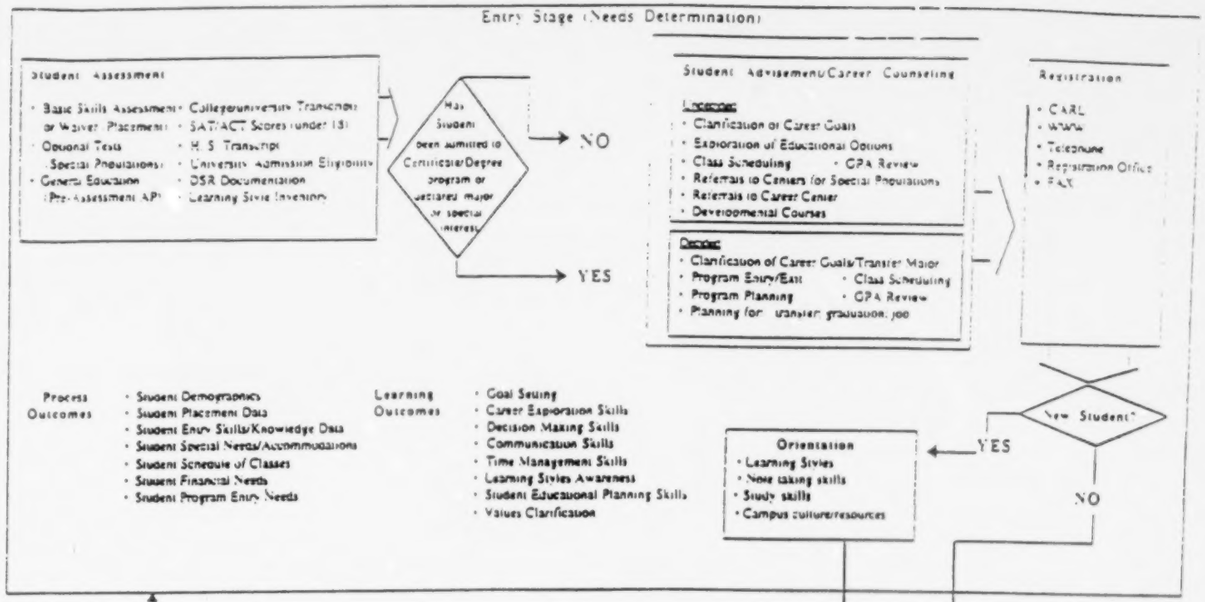
Maricopa Community Colleges

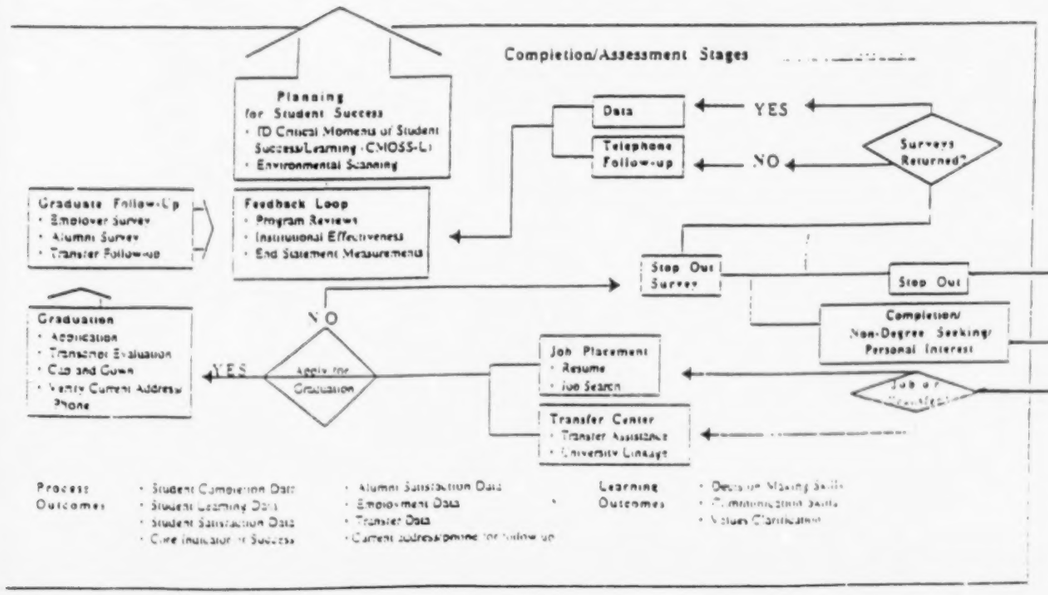
Student Success Model

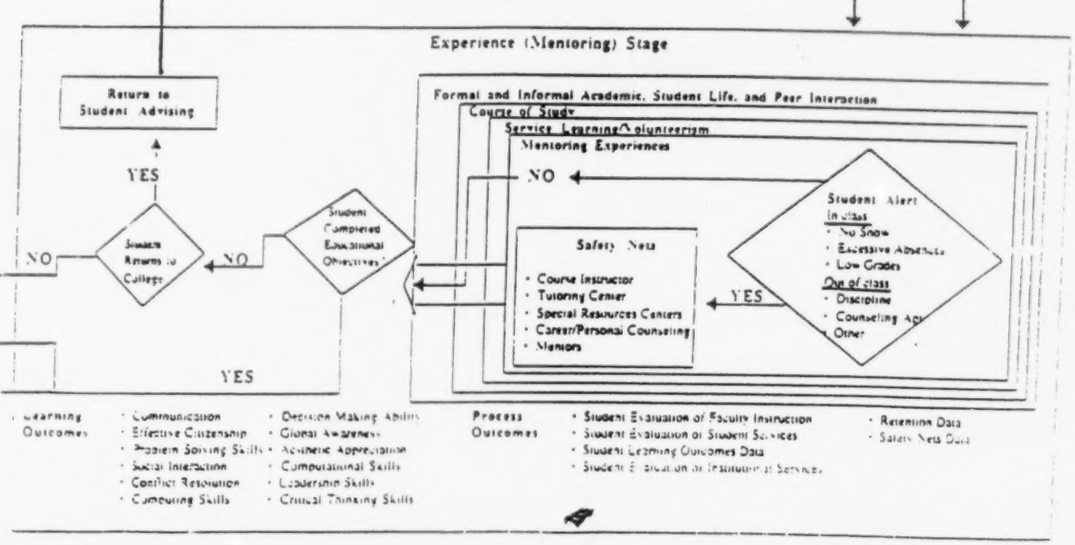
CMOSS-L = Critical Moments of Student Success and Learning

There are numerous critical moments where learning takes place









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